



Communication and Language Development

	Autumn	Spring	Summer	Mastery
Listening, Attention and Understanding	<ul style="list-style-type: none"> -Looks forward to story time and engages during the sessions. - Uses listening card prompts to help with focus and ability to listen carefully. -Listens carefully to rhymes and songs, paying attention to how they sound – repeated phrases and rhyming words. -Enjoys fiction and non-fiction books. 	<ul style="list-style-type: none"> -Listens to and talks about stories to build familiarity and understanding. -Listens to and talks about non-fiction books, develops new vocabulary linked to the texts. -Anticipates key events in stories. 	<p>Listens attentively and responds to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions (ELG)</p>	<ul style="list-style-type: none"> -Listens attentively with sustained concentration to follow a story or discussion without props or visuals, making appropriate comments or asking relevant questions. -Listens attentively in a much larger group (e.g. during an assembly) making appropriate comments or asking relevant questions.
	<ul style="list-style-type: none"> -Asks lots of questions using ‘who’, ‘where’ and ‘when’. -Asks questions using question cards as prompt (chatter time activity). -Listens and responds to ideas expressed by others in conversations or discussions. 	<ul style="list-style-type: none"> -Asks questions to find out more about themes being talked about. -Uses questions such as ‘how’ and ‘why’ to check what they have been asked to do. -Asks appropriate questions in conversation. -Understands spoken instructions without stopping what they are doing to look at the speaker. 	<p>Makes comments about what they have heard and ask questions to clarify their understanding (ELG)</p>	<p>Understands more complex language including prepositions, sequencing and time.</p>
	<ul style="list-style-type: none"> -Talks about their likes and dislikes with adults and peers. 	<ul style="list-style-type: none"> -Knows how to take turns in a conversation. 	<p>Makes comments about what they have heard and ask questions to clarify their understanding (ELG)</p>	<p>Beginning to pick up on body language, non-verbal cues and facial expressions of</p>

	-Initiates conversations with adults and children in an appropriate manner.	-Stays on topic during a conversation. -Takes turns in much longer conversations.		when to join or end a conversation.
Speaking	-Begins to talk to familiar adults around the school who are not based in their class but whom they see regularly e.g. lunch supervisors. -Begins to talk to Yr 6 buddy without adult support. -Talks in front of a small group e.g. chatter time, learn it sticker sessions, birthday celebration. -Joins in repeated phrases in stories. -Develops social phrases e.g. "Good morning, how are you?"	-Talks to familiar adults around the school who are not based in their class e.g. office staff. -Talks to children in other classes including their Yr 6 buddy -Uses new vocabulary that has been modelled in day to day activities. - Uses taught phrases to help support children in play activities (See PSED) -Uses talk to help work out problems to organise their thinking and take part in activities. -To share their work with the class, standing up at the front (also Celebration assembly)	Participates in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (ELG)	Shares their own opinion, speaking with confidence in front of a large group.
	-Makes relevant comments in response to small group discussion. -Can respond appropriately to when asked 'why' something has happened.	- Able to describe what a simple word means and begins to ask if they don't understand the meaning of a word. -Learns new vocabulary based on focus themes and experiences.	Offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (ELG)	Gives clear, well-articulated explanations backed up by a reason.

	<ul style="list-style-type: none"> -Begin to know some simple poems and nursery rhymes by heart. -Use some story language, e.g. "Once upon a time.." (Pie Corbett style phrases) 	<ul style="list-style-type: none"> -Uses talk to help work out how to solve a problem that arises through play. - Uses talk to help them organise what they need to do. -Retells a story, once they have developed a deep familiarity with the text (Link with Pie Corbett style story telling) -Learns rhymes, poems and songs. 		
	<ul style="list-style-type: none"> -Uses 'and' or 'because' to extend the length of their sentences. -Uses talk to connect with others. -Describes events in some detail during chatter time and during natural conversations. -Begins to talk about things that have happened to them in the past or things that are going to happen. 	<ul style="list-style-type: none"> Articulates ideas and thoughts in well-formed sentences that can be understood. -Connects one idea or action to another using a range of connectives. -Understands about the past, present and future and can begin to use accurate tense when talking about these events. 	<p>Expresses their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher (ELG)</p>	<p>Speaks coherently and fluently, appropriately pausing within a conversation or discussion.</p>